indonesia

Indonesian

Language Guide

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Indonesian 1.2
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Indonesian
Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

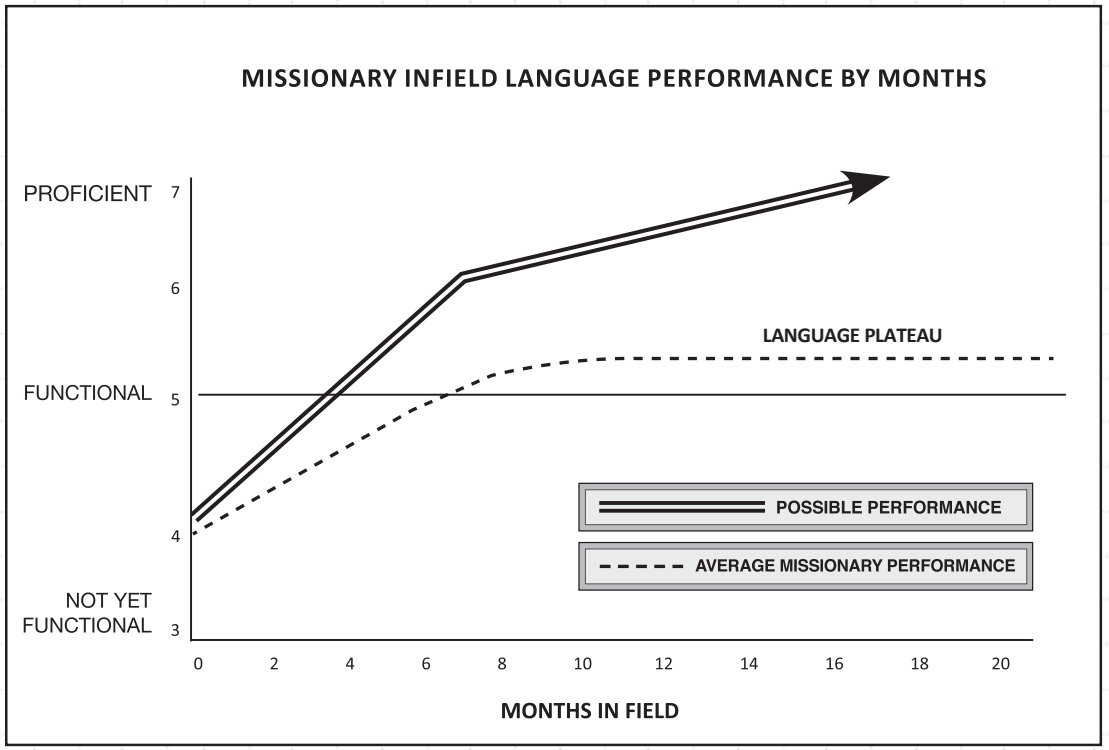
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



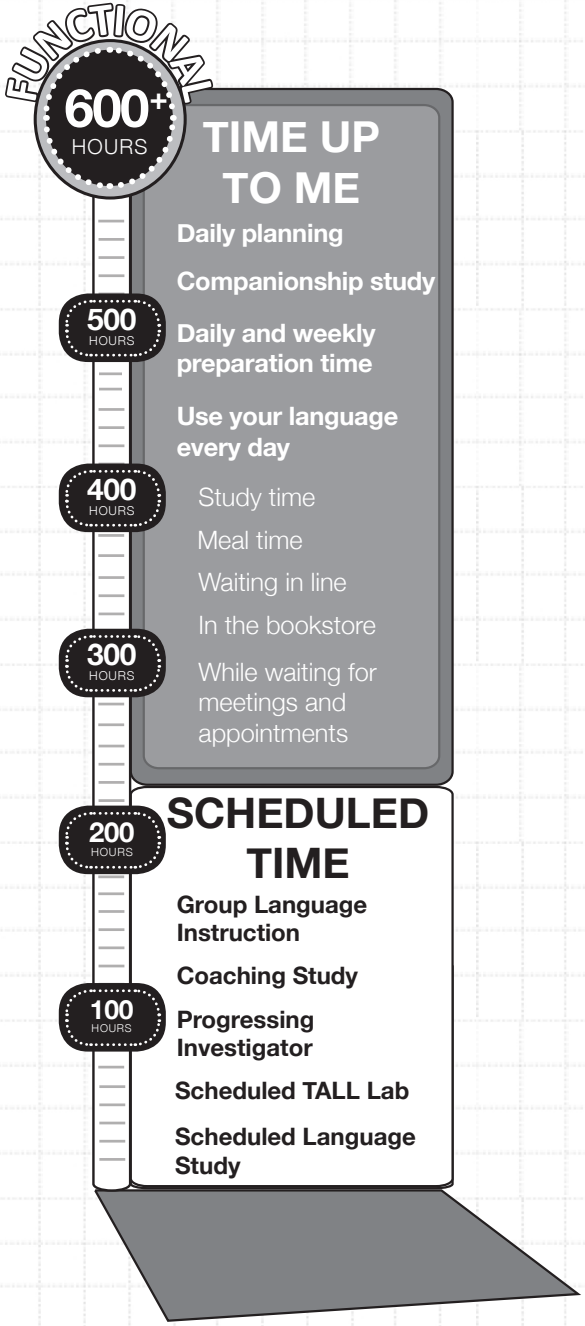
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

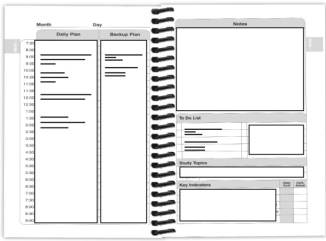
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [WHAT]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

Study Plans: [HOW]

- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.

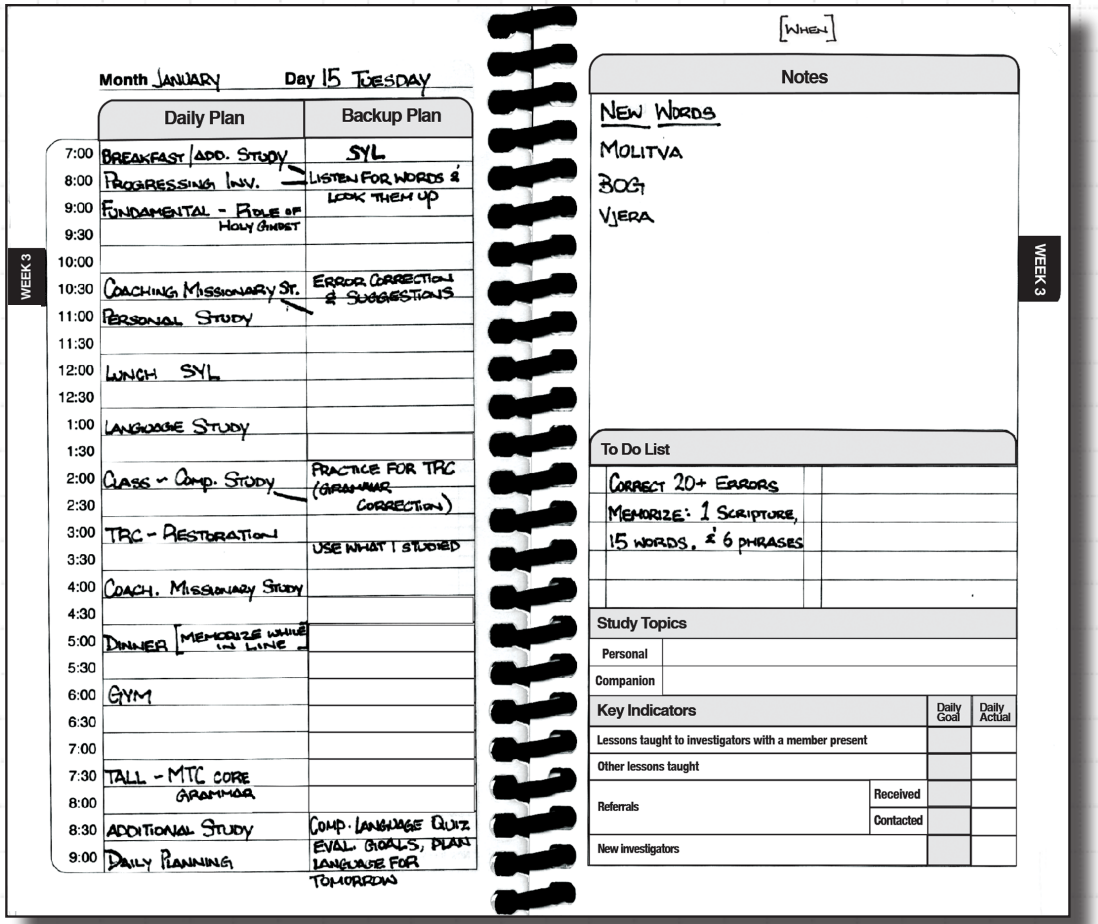
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [WHY]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.

- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?



EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

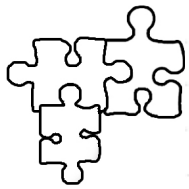
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.

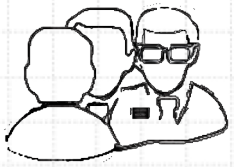


STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

1 2 3 4 5 6 7

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

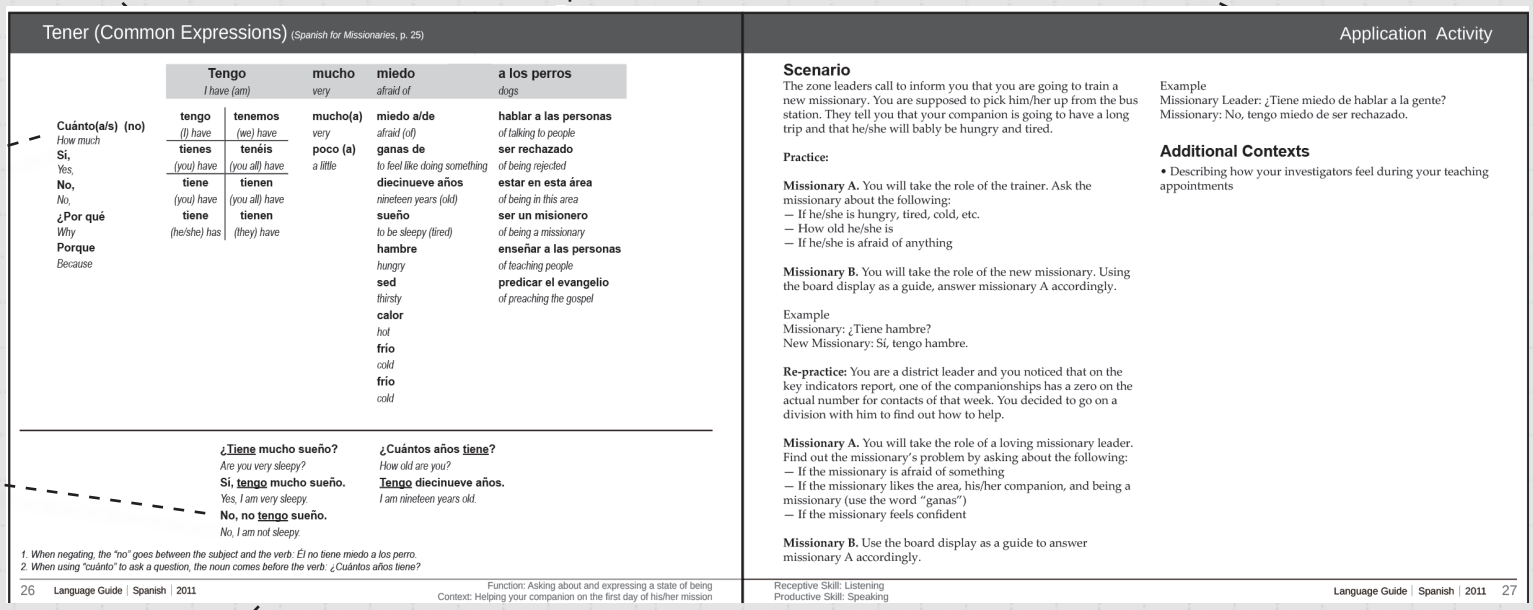
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	**tenemos** *(we) have*	**mucho(a)** *very*	**miedo a/de** *afraid (of)*	**hablar a las personas** *of talking to people*
tienes *(you) have*	**tenéis** *(you all) have*	**poco (a)** *a little*	**ganas de** *to feel like doing something*	**ser rechazado** *of being rejected*
tiene *(you) have*	**tienen** *(you all) have*		**diecinueve años** *nineteen years (old)*	**estar en esta área** *of being in this area*
tiene *(he/she) has*	**tienen** *(they) have*		**sueño** *to be sleepy (tired)*	**ser un misionero** *of being a missionary*
			hambre *hungry*	**enseñar a las personas** *of teaching people*
			sed *thirsty*	**predicar el evangelio** *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

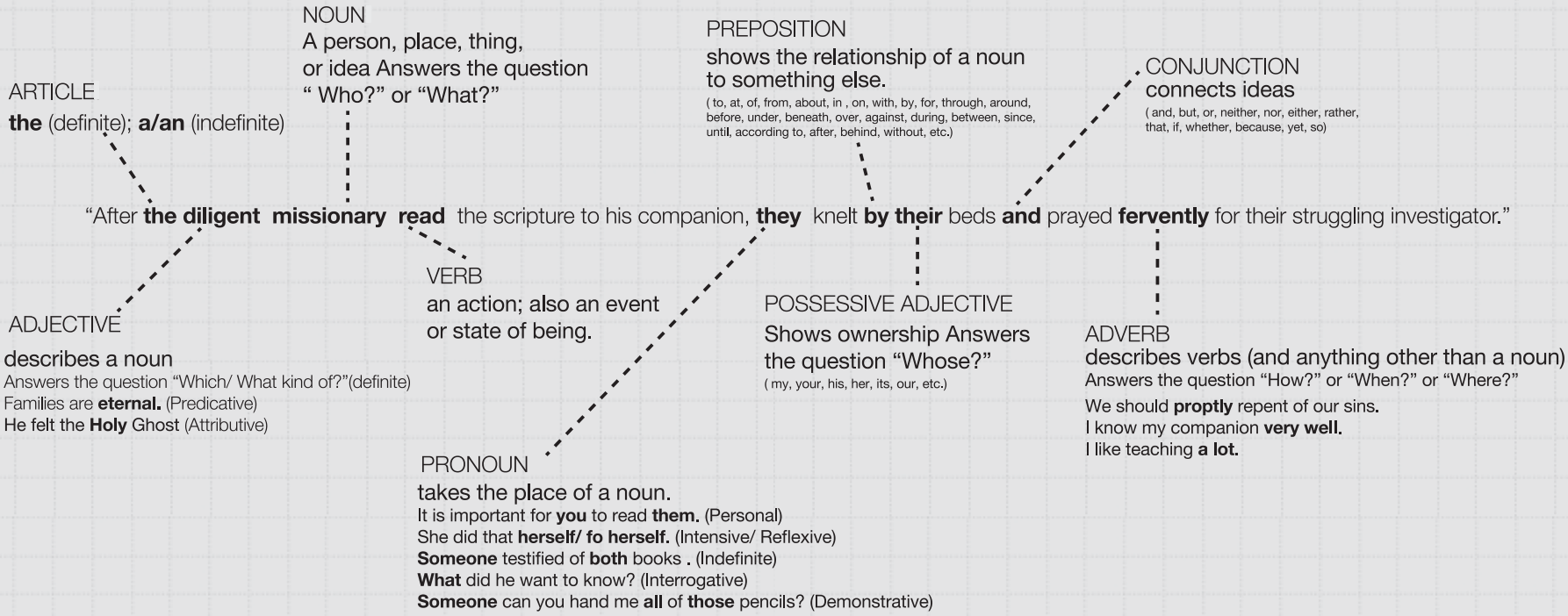
The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.


ARTICLE
the (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well**.
I like teaching **a lot**.
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

FREQUENTLY ASKED QUESTIONS

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Vocabulary (30 min):

Review the following vocabulary from today's in-class instruction:

Nouns		Pronouns		Prepositions	
hari	*day*	saya	*I*	tentang	*about*
pagi	*morning*	anda	*you*	sebelum	*before*
siang	*afternoon*	dia	*he/she*	untuk	*for*
sore	*evening*	kita	*we (inclusive)*	dengan	*with*
malam	*night*	kami	*we (exclusive)*	tanpa	*without*
rekan	*companion*	mereka	*they/them*	sampai	*until*
kakak laki-laki	*older brother*			ke	*to (a location)*
kakak perempuan	*older sister*	**Verbs**		**Numbers**	
adik laki-laki	*younger brother*	ada	*to have*	satu	*one*
adik perempuan	*younger sister*	mau	*to want*	dua	*two*
keluarga	*family*	pergi	*to go*	tiga	*three*
anak	*child*	memberitahu	*to tell*	empat	*four*
saudara	*sibling*	memperkenalkan	*to introduce*	lima	*five*
				enam	*six*
				tujuh	*seven*
				delapan	*eight*
				sembilan	*nine*
				sepuluh	*ten*
				banyak	*many*

Grammar Help:

The words for "we" are *kita* and *kami*. When using *kita*, that means you are including everyone you are talking to. When using *kami*, you are excluding the people you are talking to (for example, use *kami* when only referring to you and your companion). Kami is the "we" used in prayer.

When asking a yes or no question you can use the word *apakah* or intonate the end of the sentence like a question asked in English. The example on the following page requires a question intonation.

Practice:

Introduce yourself in Indonesian to three missionaries in your district. Have your companion practice translating for you as you introduce yourself.

Greetings	Conversation	Response	Salutation
Selamat Siang. *Good afternoon.*	Apa Kabar? *How are you?*	Baik. *Good.*	Sampai nanti!/Sampai jumpa! *See you later!/Goodbye!*

Subject	Noun Phrase
Siapa *Who (what)*	nama anda? *your name?*
Nama saya *My name (is)* Nama mereka *Their names (are)* Nama dia *His/Her name (is)* Nama kami *Our names (are)*	*state the name or names of people you are referencing*
This/These	**Noun Phrase**
Ini *This is/These are* Itu *That is*	rekan saya. *my companion(s).*

Question	
Anda pergi ke mana?* *Where are you going?*	
Going To	**Noun**
Saya pergi ke *I am going to*	Jakarta. *Jakarta.*
Kami pergi ke *We are going to*	Indonesia. *Indonesia.*
Dia pergi ke *He/She is going to*	toko. *the store.*

**Note: To clarify past, present, future tense you must add a tense phrase before the verb.*
Eg. Saya *akan* pergi ke Jakarta.
I will *go to Jakarta.*

Some tense phrases include:

akan	*will*
sudah	*already*
tadi	*earlier*
nanti	*later*
sekarang	*now*

Comm. Verb	Pronoun	Prep.	Object
Memberitahu *Tell (command)*	kami *us* saya *me*	tentang *about*	diri anda. *yourself.* keluarga anda. *your family.*

Question	
Anda dari mana? *Where are you from?*	
I Am From	**Noun**
Saya dari *I am from*	Amerika. *America.* (Bagian Negeri) Utah. *(the state of) Utah.*

Question Phrase	Noun
Apakah anda punya *Do you have* Anda punya berapa *You have how many*	keluarga? *a family?* saudara? *sibling(s)?* anak? *children?*

I Have	Numbers	Noun
Saya punya *I have*	satu *one* dua *two* tiga *three*	keluarga. *a family.* kakak laki-laki. *older brother.* kakak perempuan. *older sister.* adik-adik. *younger siblings.*

I Don't Have	Noun
Saya tidak punya *I don't have*	keluarga. *a family.* kakak laki-laki. *older brother.* kakak perempuan. *older sister.* adik-adik. *younger siblings.*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
mengasihi	*to love*
tahu	*to know (knowledge)*
kenal	*to know (someone)*
mendengar	*to hear*
mengajar	*to teach*
mau	*to want*
memberi	*to give*
mengutus	*to send (a person)*
mencari	*to search*
Interrogative Pronouns	
apa	*what*
siapa	*who*
kenapa	*why*
Adjectives	
penting	*important*
bahagia	*happy*
Pronouns	
saya	*I/me*
kami	*we/us (exclusive)*
kita	*we/us (inclusive)*
anda	*you*
mereka	*they/them*
dia	*he/she*
semua orang	*everyone*

Nouns	
firman	*word (word of God)*
nabi	*prophet*
misionaris	*missionary*
Allah	*God*
Yesus Kristus	*Jesus Christ*
kebahagiaan	*happiness*
iman	*faith*
Kitab Mormon	*The Book of Mormon*
rencana	*plan*
Alkitab	*Bible*
rasul	*apostle*
kebenaran	*truth*
pertobatan	*repentance*
Rencana Keselamatan	*Plan of Salvation*
kehidupan	*life*
tujuan	*purpose*
wakil	*representative*

Prepositions	
di	*in/at*
dalam	*inside*
untuk/bagi/atas	*for*
karena	*because*
juga	*also*
dan	*and*
tetapi	*but*
kepada	*to (a person)*
ke	*to (a place)*

Review:

Immediate Review:

Think of how this task can help you convey your purpose to an investigator, then practice the sentence structure in the task by stating your role as a missionary, asking a few thought provoking questions, and providing a few simple true statements.

Grammar Help:

When showing possession or describing an object the noun goes before the adjective/owner. For example, when saying “this is my chair” you will say “this chair mine (Ini kursi saya).” This concept will be discussed later on in the guide.

Additional Practice:

Practice a short lesson by using the phrases in this task. Pick an objective for your next lesson (for example: We want our investigator to feel that God loves him/her and that he/she can approach Him through prayer and the scriptures), then use the sentences in the task to be able to accomplish your goal.

Pronoun	Noun Phrase	
Kami *We* Kita *We*	misionaris *missionaries* wakil *representatives* anak *children*	Tuhan. *of the Lord.* Allah. *of God.* Yesus Kristus. *of Jesus Christ.*

Question	Noun
Menurut anda, siapa *According to you, who is*	Allah? *God?* Yesus Kristus? *Jesus Christ?*
Menurut anda, apa artinya *According to you, what is the meaning of*	kebahagiaan? *happiness?* firman Allah? *the word of God?*

Why	is ___ important	For You
Kenapa *Why*	keluarga penting *family important* iman penting *faith important* Yesus Kristus penting *Jesus Christ important* ini penting *this important*	bagi anda? *for you?*

Subject	Verb	Noun Phrase
Allah *God* Yesus Kristus *Jesus Christ*	mengasihi *to love* menjaga *to watch over* kenal *to know (a person)* mendengar *to listen*	kita. *us.* anda. *you.* keluarga anda. *your family.* semua orang. *everyone.*

Connecting Ideas

dan
and
karena
because
juga
also

Subject	Verb	Noun	Noun Phrase
Allah *God* Dia *He*	memberi *to give* mengutus *to send (person)*	Yesus Kristus *Jesus Christ* nabi *prophet(s)* keluarga *family* Kitab Mormon *the Book of Mormon* rencana *a plan*	kepada kita. *to us.* kepada anda. *to you.* kepada semua orang. *to everyone.* ke bumi. *to the earth.*

Subject	Verb	Noun	Noun Phrase
Yesus Kristus *Jesus Christ* Kitab Mormon *Book of Mormon* Dia *He* Kami *We* Nabi *Prophet(s)*	mengajar *to teach*	kita *us* anda *you* keluarga anda *your family* semua orang *everyone*	tentang iman. *about faith.* tentang pertobatan. *about repentance.* tentang Rencana Kebahagiaan. *about The Plan of Happiness.* tentang kebenaran. *about truth.* tentang firman Allah. *about the word of God.*

Question + You	Verb	Noun Phrase
*Apakah anda *Do you/Are you*	mau *to want* cari *to search for*	pengampunan? *forgiveness?* iman kepada Allah? *faith in God?* keluarga anda bahagia? *your family to be happy?* kebenaran? *truth?* tujuan dalam kehidupan? *purpose in life?*

**Note: The word apakah can be added before anda to indicate a yes/no question as in "Apakah anda cari kebenaran?" (Are you searching for truth?)*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns		Verbs	
Bapa	*Father*	berterima kasih	*to thank*
Yesus Kristus	*Jesus Christ*	bersyukur	*to be grateful*
Roh Kudus	*Holy Ghost*	mohon	*to plead*
Injil	*Gospel*	minta	*to ask (request)*
misi	*mission*	membantu	*to help*
simpatisan	*investigator*	mengubah	*to change*
bantuan	*help*	paham	*to understand*
kekuatan	*strength*	bisa/dapat	*can/to be able to*
Pendamaian	*Atonement*	boleh	*may*
bahasa	*language*	memiliki	*to have*
doa	*prayer*	bertobat	*to repent*
keinginan	*desire*	dibaptis	*to be baptized*
Karunia Lidah	*Gift of Tongues*	belajar	*to learn*
Adjectives		memberkati	*to bless*
Surgawi	*Heavenly*	**Prepositions**	
Expressions		atas/bagi/untuk	*for*
tolong	*please*	**Conjunction**	
		supaya/agar	*so that*

Review:

Immediate Review:

Pray in Indonesian today in your companionship study as well as one other time during the day.

Grammar Help:

When praying, use *Engkau* (Thee) instead of *anda* (you) to show respect to Heavenly Father and Jesus Christ. To show possession, such as “Thy”, you may use *Engkau* or *-Mu* after the noun, and *-Nya* for “His” after the noun.

Additional Practice:

Each day, try to expand and enrich your prayers by adding new vocabulary found in your *Vocabulary and Phrases Indonesian Book*. Think of your family, friends, and investigators, and create new sentences to add to your prayers. Your prayers will become more meaningful and sincere to you, your investigators, and to God.

Name	Adj./Poss. Pronoun
Bapa Surgawi *Heavenly Father* Bapa di Surga *Father in heaven*	kami, *our,* yang terkasih, *who is dear, ("Dear ____")*

Pronoun	Verb	Pronoun	For	Noun
Saya *I*	bersyukur *to be grateful*	kepada-Mu *to Thee*	untuk/bagi/ atas *for*	keluarga. *family* Injil. *the Gospel.* Roh Kudus. *the Holy Ghost* bantuan-Mu. *Thy help.* Pendamaian. *the Atonement.*
Kami *We*	berterima kasih *to thank*			

Pronoun	Ask	Pronoun	To Help	Noun	Verb
Saya *I*	mohon *plead*	kepada engkau *to Thee*	untuk mem- bantu *to help*	saya *me* kami *us* simpatisan *the investigator*	paham. *to understand.* mengubah. *to change.*
Kami *We*	minta *ask*				

Please	Bless	Pronoun	Noun
Tolong *Please*	memberkati *to bless*	kami *us* saya *me* dia *him / her* mereka *them*	dengan Roh Kudus.(,) *with the Holy Ghost.(,)* dengan keinginan.(,) *with desire.(,)* dengan kekuatan.(,) *with strength.(,)* dengan Karunia Lidah.(,) *with the gift of tongues.(,)*

So That	Pronoun	Verb	Verb
supaya/agar *so that*	saya *I* dia *he / she*	bisa/dapat *can*	beriman. *to have faith.* bertobat. *to repent.* diajar. *to be taught.* belajar bahasa. *to learn the language.*
	kami *we* mereka *they*	boleh *may*	

In	the name	of Jesus Christ	Amen
Dalam *In*	nama *name*	Yesus Kristus, *Jesus Christ,*	Amin. *Amen.*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Juruselamat	*Savior*
penyembuhan	*healing*
kesakitan	*pain*
kematian	*death*
beban	*burden*
penderitaan	*suffering*
perasaan	*feelings*
belas kasihan	*mercy*
Pendamaian	*Atonement*
pencobaan	*trial(s)*
tulisan suci	*scripture*
dosa	*sin*
pengampunan	*forgiveness*
kedamaian	*peace*
pertobatan	*repentance*

Verbs	
bersandar	*to rely on*
percaya	*to believe*
mengalami	*to experience*
mengatasi	*to overcome*
bertahan	*to endure*
merasa	*to feel*
menerima	*to receive*
Prepositions	
melalui	*through*
pada	*on (abstract)*
Connectors	
karena	*because*
dan	*and*
tetapi	*but*

Review:

Immediate Review:

Practice a testimony you can share in your next visit with an investigator. Try testifying about the role of the Savior and how the Atonement has helped you in your life.

Grammar Help:

The word boleh means “may”. It is also used to answer questions in the affirmative. For example: “Apakah saya boleh makan?” They would answer “Boleh” if you may eat.

Additional Practice:

Before your next lesson, practice bearing testimony to your companion using phrases from this board display. Practice using the different forms and grammar principles. To challenge yourself, think of other statements of which you would like to testify, look up the vocabulary, then practice your own personalized testimony.

I Know	That	Subject	Noun Phrase
Saya tahu, *I know,*		Bapa Surgawi *Heavenly Father*	mengasihi kita. *loves us.*
Kami tahu, *We know,*	(bahwa) *(that)*	Yesus Kristus *Jesus Christ*	adalah Juruselamat kita. *is our Savior.*
Anda tahu, *You know,*		Kitab Mormon *the Book of Mormon*	adalah benar. *is true.*

Through	Subject	Able To	Verb	Noun
	Roh Kudus, *the Holy Ghost,*	saya bisa/ dapat *I am able*	merasa *to feel*	kedamaian. *peace.*
Melalui *Through*	pengurbanan Kristus *the sacrifice of Christ,*	kita bisa/ dapat *we are able*	menerima *to receive*	kekuatan. *strength.*
	tulisan suci, *the scriptures,*	anda bisa/ dapat *you are able*		pengampunan. *forgiveness.*

Subject	Verb	Noun Phrase	
Yesus Kristus *Jesus Christ*	merasa *to feel*	kesakitan *pain*	kematian. *of death.*
Juruselamat *The Savior*	mengalami *to experience*	beban *burden*	dosa-dosa kita. *of our sins.*
	mengatasi *to overcome*	penghukuman *punishment*	

Connecting Sentneces

karena itu
because of that

Able To	Verb	Noun
saya bisa/ dapat *I can*	bersandar pada *rely upon*	ajaran Dia. *His teachings.*
kita bisa/dapat *we can*	percaya kepada *believe in*	belas kasihan Dia. *His mercy.*
anda bisa/ dapat *you can*		Dia. *Him.*

Through	Subject	Able To	Verb	Noun
Karena *Because*	Yesus Kristus, *Jesus Christ,*	saya bisa/dapat *I am able*	mengatasi *to overcome*	dosa. *sin.*
Melalui *Through*	pertobatan, *repentance,*	anda bisa/dapat *you are able*	bertahan *to endure*	pencobaan. *trials.*
		kita bisa/dapat *we are able*		penderitaan. *suffering.*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
dibersihkan	*to be cleansed*
maju	*to progress/improve*
mencapai	*to attain (acheive)*
mencari	*to find*
berdoa	*to pray*
membaca	*to read*
terima	*to receive*
bertindak	*to act*

Nouns	
pembaptisan	*baptism*
jawaban	*answer*

Cause And Effect	
jika...akan	*If...then*
ketika...akan	*When...then*

Indicators of Time	
sekarang	*now*
hari ini	*today*
kemarin	*yesterday*
besok	*tomorrow*
minggu	*week*
Days of the Week	
Hari Senin	*Monday*
Hari Selasa	*Tuesday*
Hari Rabu	*Wednesday*
Hari Kamis	*Thursday*
Hari Jumat	*Friday*
Hari Sabtu	*Saturday*
Hari Minggu	*Sunday*

Review:

Immediate Review:

Identify each of the invitations you will be extending to your progressing investigator over the next three days. Write an invitation sentence and a promised blessing sentence for each invitation you plan to extend.

Grammar Help:

It is not possible to determine the tense (when an action has taken place) in Indonesian without additional context. “I have gone,” “I am going,” and “I will go” are all translated as “Saya pergi.” The speaker has to make the time of the situation clear. When you need to make a phrase past tense, use the word *sudah,* which means “already”, as you follow up with investigators about keeping commitments. When you need to talk about something in the future, use the word *akan,* which means “will.”

Additional Practice:

Following up with investigators is essential to their growth and progress. When time allows, practice with your companion asking your investigator about his or her progress keeping invitations, then promise blessings and check for understanding.

Will You	Invitation
Maukah anda *Will you*	membaca Kitab Mormon? *read the Book of Mormon?* berdoa tentang pembaptisan? *pray about baptism?* pergi ke gereja? *go to church?* dibaptis? *be baptized?*

If	You	Invitation	Promise	Verb	Noun
Jika *If*	anda *you*	membaca Kitab Mormon, *to read the Book of Mormon,* berdoa, *to pray,* pergi ke gereja, *to go to church,* dibaptis, *to be baptized,* bertobat, *to repent*	anda akan *you will*	menerima *to receive* mencari *to find* tahu *to know* merasa *to feel*	jawaban. *answers.* iman. *faith.* pengampunan. *forgiveness.* kebenaran. *truth.* kasih. *love.*

At What Time

sekarang
right now
hari ini
today
tadi malam/semalam
last night
besok
tomorrow
pada hari minggu
on Sunday
selama minggu ini
through this week
selama tiga minggu
for three weeks

When	Verb	Subject	Will Help	Pronoun	Verb
Ketika *When*	anda percaya, *you believe,* anda bertobat, *you repent,* anda dibaptis, *you are baptized,* anda berdoa, *you pray,*	Yesus Kristus *Jesus Christ* Roh Kudus *The Holy Ghost* Allah *God*	akan membantu *will help*	anda *you*	dibersihkan. *to be cleansed.* mengubah. *to change.* maju. *to improve.*

Question + Pronoun	Past (using sudah)
Apakah anda *Did you*	sudah membaca Kitab Mormon(?) *already read the Book of Mormon(?)* sudah berdoa tentang pembaptisan(?) *already pray about baptism(?)* sudah pergi ke gereja(?) *already go to church(?)*

Question	Pronoun	Verb
Bagaimana *How*	(yang) anda *(that/which) you*	merasa? *feel?*
Apa *What*		paham? *understand?*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
ayat	*verse*
bagian	*section*
pasal	*chapter*
buku	*book*
jawaban	*answer*
fikiran	*thought*
hati	*heart*
harapan	*hope*
benar	*true*
pertanyaan	*question*
keraguan	*doubt*
teladan	*example*
contoh	*example (how to)*
artinya	*meaning*
bimbingan	*guidance*

Expression	
agar/supaya	*in order to*
Verbs	
fikir	*to think*
menggunakan	*to use*
ingin	*to desire*
menjadi	*to become*
bertanya	*to ask*
membahas	*to discuss*
Adjective	
sungguh	*sincere*
rendah hati	*humble*
patuh	*obedient*

Review:

Immediate Review:

Identify the scripture passages that you will be sharing in your next visit. Practice introducing the passage by giving a brief background, giving the reference, and finally, create questions that help the investigator apply the verse to their lives.

Grammar Help:

Please pay close attention to the word used for “through” in the context of reading a scripture. The word *sampai* is a conjunction in this context where-as *melalui* is a preposition. *Sampai* is the proper word to use as you are using it to combine two verses to be read in the scriptures.

Additional Practice:

Find your favorite scripture, possibly your mission scripture or one that helped change your life, then share it with three other missionaries.

Question	You + Verb	Noun	Prep.	Noun
Maukah *Will*	anda membaca *you read*	ayat *verse* pasal *chapter*	tentang *about*	iman. *faith.* Roh Kudus. *the Holy Ghost.*
Please	**Verb**	**Chapter**	**Prep.**	**Noun**
Tolong *Please*	membaca *to read*	pasal sepuluh *chapter ten*	dalam *in*	Moroni. *Moroni.*
		Verse	**Prep.**	**Noun**
		ayat tiga *verse three*	sampai *until*	ayat lima. *verse five.*

How can…	Verb	Noun
Bagaimana anda bisa *How can you* Bagaimana kita bisa *How can we*	menerima *to receive* mendapatkan *to obtain*	jawaban? *an answer?* iman? *faith?* bimbingan? *guidance?*
What means	**Noun Phrase**	
Apa artinya *What is the meaning of*	hati yang sungguh? *a sincere heart?*	

Question Phrase	Verb	Instr. Adj.
Bagaimana anda boleh *How can you* Bagaimana kita boleh *How can we*	menjadi *to become*	bahagia? *happy?* rendah hati? *humble?* patuh? *obedient?*

Question Phrase	Verb	About	Acc. Noun
Bagaimana anda *How can you* Bagaimana kita *How can we* Bagaimana ini *How does this*	dapat *to obtain* mengajar *to teach* merasa *to feel*	(tentang) *(about)*	iman dalam Kristus? *faith in Christ?)* pertobatan? *repentance?* bagian ini? *this passage?* contoh ini? *this example?*

Do	You + Have	Noun
Apakah *Do*	anda punya *you have*	pertanyaan? *questions?* keraguan? *doubts?* pikiran? *thoughts?*

Question	Pronoun	Want	Verb
Apa lagi *What else*	anda *you*	mau *to want*	(untuk) bertanya? *to ask?* (untuk) membahas? *to discuss?* cari tahu? *to find out?*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
mencari	*to look for (seek)*
memutuskan	*to decide*
mulai	*to begin*
menghadir	*to attend*
membimbing	*to guide*
mendengar	*to listen (hear)*
menjawab	*to answer*
mau	*to want*
ingin	*to desire*
memulihkan	*to restore*
Adjectives	
benar	*true*
berbeda	*different*
jasmani	*physical*

Nouns	
tubuh	*body*
perjanjian	*promise(s)*
Joseph Smith	*Joseph Smith*
Transitions	
supaya/agar	*so that*
setelah itu	*after that*
karena itu	*because of that*
sebelum itu	*before that*

Review:

Immediate Review:

Think of your own conversion story. How did you come to know that the church was true? Practice sharing with an investigator your conversion story and assure him or her that they too can gain a personal testimony.

Additional Practice:

Practice telling the story of Joseph Smith and the First Vision to your companion and then to an investigator. Recount what Joseph was seeking and how he found his answer. Also include what happened as a result of him finding that answer. Using what you remember from the Bear Testimony task, bear your personal testimony of the First Vision.

Subject	Verb	Inf. Verb	If There Is	Noun Phrase
Joseph Smith *Joseph Smith* Saya *I*	mau *to want* ingin *to desire*	tahu *to know* cari tahu *to find out*	jika ada *if there is*	gereja yang benar. *true church.* Allah. *God.* pengampunan atas dosa. *forgiveness of sins.*

Subject	Verb + untuk	Noun Phrase
Dia *He* Saya *I*	memutuskan untuk *to decide to* mulai untuk *to begin to*	berdoa kepada Allah. *pray to God.* belajar Alkitab. *study the Bible.* hadir gereja. *attend church.*

Subject	Verb	Noun
Allah *God* Yesus *Jesus* Roh Kudus *The Spirit*	jawab *to answer* dengar *to hear*	Joseph. *Joseph.* saya. *me.*

Subject	Verb	Person	Phrase
Dia *He* Saya *I*	cari tahu bahwa *found out that* tahu (bahwa) *know (that)*	Allah *God* Joseph Smith *Joseph Smith*	dan Yesus adalah dua sosok yang berbeda. *and Jesus are two separate beings.* memiliki tubuh jasmani. *has a physical body.* menjawab doa. *answers prayers.* memulihkan Injil. *restored the Gospel.*

Make Paragraphs

Agar/Supaya
So that
Karena itu
Because of that
Sebelum itu
Before that
Setelah itu
After that

Subject/Verb	Verb	That	Noun	Verb	Noun Phrase
Dia *He* Saya *I*	(tidak) cari tahu *(did not) found out* (tidak) paham *(did not) understood*	bahwa *that*	Allah *God* Yesus Kristus *Jesus Christ*	mendengar *to hear* membimbing *to guide* memberkati *to bless* menyembuhkan *to heal*	anak Dia. *His children.* saya. *me.* kita. *us.* anda. *you.*
Anda dapat *You can*	paham *to understand* cari tahu *to find out*				

Equational Sentences (Invisible “is”)

Allah/Bapa di Surga *God/Father in Heaven*	**(adalah)** *(is)*	**sempurna.** *perfect.*

Ya,
Yes,
Tidak,
Not,
(Apakah)
(Yes/No question)

Saya *I*	**Kami(Exclusive)** **Kita (Inclusive)** *We*
Anda *You*	**Anda/Kalian** *You*
Dia *He/She*	**Mereka** *They*

Bapa Surgawi
Heavenly Father
Yesus Kristus
Jesus Christ
(Para) Nabi
Prophet(s)
Iblis
Satan

(tidak)
(Negates verbs/adjectives)
(bukan)
(Negates nouns)

patuh
obedient
jujur
honest
gembira
happy
sedih
sad
jahat
wicked
guru
teacher
keluarga
family
kawan/teman
friend(s)
Juruselamat
(the) Savior
anak Allah
child (children) of God

Apakah Allah sempurna?
Is God perfect?
Ya, Dia sempurna.
Yes, he is perfect.
Tidak, Dia tidak sempurna.
No, he is not perfect.

Apakah kita anak Allah?
Are we children of God?
Ya, kita anak Allah.
Yes, we are children of God.
Tidak, kita bukan anak Allah.
No, we are not children of God.

Note: Adalah can be used in affirmative statements to add emphasis.

Function: Asking about and expressing a state of being
Context: Teaching about God as our loving Heavenly Father

Scenario

You and your companion are walking towards your next appointment. On your way you notice a young man around 19 years old sitting on the side-walk up ahead. As you walk you realize that he's been watching you and when you are close enough he signals for you to come over. He asks, "I've seen you guys walking around in several places just recently. I have heard that you teach people about God, who is He?"

1. Practice: In pairs, have one missionary take the role of the young man and the other fill his role as the missionary. Have them practice discussing who God and Jesus Christ are. In the meantime the teacher should be moving around among the missionaries encouraging and giving help when necessary.

2. Re-practice: Now the young man asks "who are you to teach these things?" Have the missionaries switch roles and practice explaining:
-Who you are …
-Who a prophet is …
-Who the young man is …

Additional Scenario(s)

• You are meeting with a young family and early on in your conversation the mother says, "I'm confused about all the different things I hear about God. Tell me what you believe about him."

• You are riding on a city bus in your mission and you are sitting next to two women who are taking about how confusing and difficult life is, and you feel impressed to share with them the truth about who they really are and who their Heavenly Father is.

Conceptual Practice: Adjective and Possessive Word Order

Give missionaries the opportunity to practice putting adjectives and possessive pronouns in the proper location in English. In Indonesian, adjectives follow the noun they describe, unlike English. Read the English sentence below and rearrange the word order to reflect the *Indonesian* structure. For example: "This is Jesus Christ's Gospel" would be changed to "this is Gospel Jesus Christ." Also, "The Gospel of Jesus Christ" would be "the Gospel Jesus Christ."

- Jesus Christ is our Redeemer.
- God is our Heavenly Father.
- We are His children.
- He restored Jesus Christ's Gospel.
- This is the true church.
- The prophets are righteous men.
- Missionary work is a great calling.
- Christ was a humble example.
- He lived a perfect life.
- He suffered for our sins.
- He wants us to have eternal life.
- We must follow his example.
- Jesus healed blind men and made lame men walk.
- We must be hard workers.
- My faith is in Christ.
- Christ is the head of our church.
- The Holy Ghost is our constant companion.

Adjectives/Possession After Nouns

Ya,
Yes,
Tidak,
No,
(Apakah)
(Yes/No question)

Ini			**keluarga**	**kecil.**
This	*(is)*	*(a)*	*family*	*small.*

ini		**bapa**	**saya, kamu, etc.**
this/these		*father*	*my, your, etc. (showing possession)*
	(bukan)	**ibu**	**besar**
itu	*(negates nouns)*	*mother*	*big*
that/those		**adik**	**kecil**
		younger sibling	*small*
		kakak	**baik**
		older sibling	*good*
		saudara	**bagus**
		sibling/relative	*great*
		keluarga	**tinggi**
		family	*tall*
			pendek
			short

saya (-ku) *I, my*	**kami (Exclusive)** **kita (Inclusive)** *we, our*
anda (-mu) *you, your*	**anda/kalian** *you, your (plural)*
dia (-nya) *he/she, his/her*	**mereka** *they, their*

Apakah itu kakak laki-laki anda?
Is that your older brother?
Ya, dia kakak laki-laki saya.
Yes, he is my older brother.
Tidak, dia bukan kakak laki-laki saya.
No, he is not my older brother.

Apakah itu keluarga besar?
Is that a big family?
Ya, itu keluarga besar.
Yes, that is a big family.
Tidak, itu keluarga kecil.
No, that is a small family.

**Note: "Keluarga ini kecil" means "This family is small," as opposed to "Ini keluarga kecil" which means "This is a small family." The same applies for "itu."*

Function: Asking about and expressing possession or ownership
Context: Talking about family

Scenario

You and your companion have an appointment to teach a new investigator today, whom you met once before. When you arrive at the investigator's home, you find someone there, but it is not the same person you met the other day. He/she quickly informs you that he/she is a friend of the resident, and that the resident whom you had an appointment with had to work unexpectedly and will not be home until later.

1. Practice: In pairs, with one missionary as the friend, have missionaries introduce themselves, ask about his/her family, and talk about their own families. If the teacher feels that it would be helpful, he/she may also participate as the friend.

2. Re-practice: Now that they have found out more about his/her family and gotten to know him a little, missionaries should explain that they teach about Christ and why they are here to invite the person to church. Missionaries then describe the church building (you may want to tell missionaries beforehand what the building looks like, or show a photograph of a building they can describe). Also, missionaries should ask the person if they can meet with him/her again, and the person should describe his/her house or apartment.

Additional Scenario(s)

You just finished teaching a lesson to one of your recent converts. You ask him if he has any friends, family, or neighbors who would be interested in learning about the gospel. He tells you about the family who lives next door to him. Have each missionary take turns being the investigator, have them describe the family that lives next door to them.

Simple Verbs

Saya *I*		**mau** *would like*	*(to)*	**pergi ke** *go to*	**toko.** *(the) store.*
Dia *He* **Anda** *You* **Kita** *We (inclusive)* **Kami** *We (exclusive)* **Mereka** *They*	**(tidak)** *not*	**mau** *to want* **dapat** *can* **ingin** *to desire* **hendaknya** *should* **suka** *to like*		**makan** *to eat* **minum** *to drink* **main** *to play* **tidur** *to sleep* **belajar** *to learn* **datang ke** *to come to* **pergi ke** *to go to* **bertemu** *to meet*	**nasi** *rice* **sarapan** *breakfast* **jus** *juice* **gereja** *church* **sepak bola** *soccer* **rumah simpatisan** *investigator's house*

Ya,
Yes,
Tidak,
No,
(Apakah)
(Yes/No question)

Apakah anda mau main sepak bola?
Do you want to play soccer?
Ya, saya mau main sepak bola.
Yes, I want to play soccer.
Tidak, saya tidak mau main sepak bola.
No, I don't want to play soccer.

Note: Mau, boleh, dapat, ingin can be omitted to indicate just a simple action (eg: Saya makan sarapan = I eat breakfast).

Function: Asking about and expressing desire, need, preference, ability, intention, or purpose
Context: Planning daily activities

Scenario

You and your companion are planning your activities for tomorrow. Determine what you will do, where you will go, who you will meet, etc…

1. Practice: With your companion, plan your activities. One companion says what you will do, while the other writes the activities in the Missionary Daily Planner. Make at least 5 or 6 different plans. In the meantime the teacher should be moving around among the missionaries encouraging and giving help when necessary.

2. Re-practice: Companions will switch roles so that the companion who was writing will now say 5-6 new plans, while the companion who was speaking before will now write in his or her planner.

Additional Scenario(s)

You are organizing a preparation day activity. You want to invite some members and investigators to play soccer together to help the members fellowship your investigators. With your companion, plan where you will go, who should go, and what you will do before or after you play soccer.

Possession (Ada, Punya, Milik)

Ya,
Yes,
Tidak,
No,
(Apakah)
(Yes/No question)
(Siapa)
(Who…?)

Saya *I* **punya** *have* *(a)* **teman.** *friend.*

Saya *I*	**Kami (Exclusive)** **Kita (Inclusive)** *We*
Anda *You*	**Anda/Kalian** *You (plural)*
Dia *He/She*	**Mereka** *They*

(tidak) *(not)*

ada
to have/ to exist
punya
to have
memiliki
to own

tulisan suci
scriptures
sepatu
shoe
baju
shirt
gaun
dress
barang
thing
celana
pants
dasi
necktie
mobil
car

Siapa punya dasi?
Who has a necktie?
Saya punya dasi.
I have a necktie.
Mereka tidak punya dasi.
They do not have neckties.

Siapa memiliki mobil?
Who owns a car?
Anda memiliki mobil.
You own a car.
Saya tidak memiliki mobil.
I do not own a car.

Function: Asking about and expressing possession or ownership
Context: Identifying personal possessions in the classroom, residence, and at home

Scenario

You are asked to give a presentation about being a missionary to the young men and young women in the ward in which you are serving. As part of the presentation, you are asked to describe what the MTC is like. Prepare to describe different aspects of the MTC, specifically what the setting of different buildings was like. What did you have in terms of furniture, books, and other objects?

1. Prepare: Give the group a couple of minutes to work individually adding to the list of vocabulary used in this lesson items around in the classroom, in their residence, or even at home that belong to them and that they use and refer to frequently in preparation for the practice.

2. Practice: Working in pairs and using possessive adjectives and vocabulary just learned, have missionaries inquire of each other what they own or don't own, as far as possessions or items in the classroom, in their residence, or at home. Use as much detail as possible, and use any other vocabulary and grammar you know from previous lessons. Have them try to really make this a useful practice so that they will never have to refer to these items again in their native language.

3. Re-practice: Have the missionaries rotate companions and repeat the activity using different vocabulary.

Additional Scenario(s)

While walking to your next appointment you see a man waiting for a bus reading a newspaper. You invite him to listen to your message. He raises his hand and says, "My young friend, don't waste your time with me. I've stopped believing in God. There is too much suffering, war, abuse … too much injustice for me to believe in a loving God. Though I wish it was otherwise, either He doesn't exist or He is indifferent to our struggles." Using the possessive adjectives as much as possible, share with him as many truths as you can think of about the reality of his Heavenly Father and all the wonderful things He has given to us (and to him): our families, choice, hope of eternal life, our bodies, loved ones, etc.

Conceptual Practice: Transitive and Intransitive Verbs

For each sentence, have missionaries designate the verbs as transitive or intransitive. For example, the teacher reads, "When the light rested upon me, I saw two personages standing above me," then asks about each verb—rested, saw, and standing—and a missionary says, "Rested is intransitive, saw is transitive, and standing is intransitive." Be sure to point out the difference between a transitive verb phrase (eg. "I stopped the car.") and a prepositional phrase with an intransitive verb (eg. "I stopped by the car.").

-Joseph translated the gold plates into English.
-The Prophet Moroni wrote the book of Moroni.
-Nephi sought materials to build a ship, so he prayed.
-Both Lehi and Nephi saw a vision of the tree of life.
-When the light rested upon me, I saw two personages standing above me.
-The Savior taught the Nephites many important principles during his visit.
-After waking up, Lehi found the Liahona outside his tent.
-Nephi created a hand-made bow when his bow broke in the wilderness.
-Nephi cut off Laban's head when he found him lying drunk in the street.
-Nephi compelled Laban's servant to go with them into the wilderness.
-The Lord instructed Nephi to build a ship.
-Nephi made tools to build the ship which would sail to the promised land.
-Laman and Lemuel rebelled and tied Nephi up.
-The storm ended after Laman and Lemuel untied Nephi.
-Lehi offered a sacrifice of thanksgiving after they arrived in the promised land.
-Laman and Lemuel hated Nephi and his followers.
-The Lord warned Nephi in a dream to separate themselves from the Lamanites.
-The Lord promised both Nephites and Lamanites prosperity if they obeyed Him.

Ber- Prefix (Intransitive Verb Roots)

Ya,
Yes,
Tidak,
No,
(Apakah)
(Yes/No question)

Saya	**pernah**		**berdoa**	**tentang Kitab Mormon.**
I	*to have ever*		*pray*	*about the Book of Mormon.*
Anda	**sudah**		**temu**	**dengan orang misionaris**
You	*already*		*meet*	*with the missionaries*
Dia	**sedang**	**ber+**	**fikir**	**dengan uskup**
He	*to be in the middle of*		*think*	*with the bishop*
Kita/Kami	**akan**		**henti**	**tentang pesan pemulihan**
We	*shall or will*		*stop*	*about the message of the Restoration*
Mereka	**belum**		**angkat**	**merokok**
They	*not yet*		*leave*	*to smoke*
	tidak pernah		**buat**	**minum teh/kopi/alkohol**
	have never		*do*	*to drink tea/coffee/alcohol*
	tidak akan		**ubah**	**makan dadah**
	will not		*change*	*take drugs*
				ke gereja
				to church
				dosa
				sin
				keinginan kamu/saya
				your/my desires

Apakah anda sudah berhenti merokok?
Have you already stopped smoking?
Ya, saya sudah berhenti merokok.
Yes, I already stopped smoking.
Tidak, saya belum berhenti merokok.
No, I have not yet stopped smoking.

Note: The ber- prefix does not work with all verb base words.

Function: Asking about and describing actions and events
Context: Following up on a commitments

Scenario

You are teaching Septa. It is your third visit and you are following up on a commitment to obey the word of wisdom.

1. Practice: In pairs, with one missionary taking the role of Septa and using the grammar principles and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries follow up to see whether or not Septa is keeping his commitment to obey the Word of Wisdom.

2. Re-practice: Have the missionaries switch roles, and rotate practice companions and repeat the activity a second time. Move around among them and give needed help and encouragement.

Additional Scenario(s)

An appointment has just fallen through, so you've decided to use your time to visit some of your investigators and follow up on commitments. Visit briefly with Hendro to see if he and his family are keeping their commitment to read and pray about the Book of Mormon, come to church, and obey the word of wisdom.

Ber- Prefix (Noun Roots)

	Kita *We*	**(boleh)** *can*		**berdoa** *pray*	**(kepada)** *to*	**Allah.** *God.*
Ya, *Yes,* **Tidak,** *No,* **(Apakah)** *(Yes/No question)*	**Joseph Smith** *Joseph Smith* **Dia** *He* **Anda** *You* **Mereka** *They* **Saya** *I*	**dapat** *can* **harus** *should* **perlu** *need*	**ber +**	**iman** *faith* **jalan** *walk* **lutut** *kneel* **doa** *prayer* **tugas** *task/assignment*	**kepada** *to a person* **untuk** *to before verbs* **ke** *to a location* **dari** *from* **di** *in, at, on a location*	**Yesus Kristus** *Jesus Christ* **hutan kecil** *small forest* **berdoa** *pray* **Bapa di Surga** *God* **Dia** *Him* **tahu gereja yang benar** *know the true church* **memulihkan gereja yang benar** *restore the true church*

Apakah dia berdoa untuk tahu gereja yang benar?
Did he pray to know the true church?
Ya, dia berdoa untuk tahu gereja yang benar.
Yes, he prayed to know the true church.
Tidak, dia tidak berdoa untuk tahu gereja yang benar.
No, he did not pray to know the true church.

Note: Ber + noun roots can have the meaning of "to have (root)," "to wear (root)," or "to ride (root)."

Function: Asking about and describing actions and events
Context: Teaching about the Restoration

Scenario

You are teaching Endah and Petrus for the first time. Share with them the events of Joseph Smith's first vision of the Father and the Son, and discuss any questions they may have.

1. Practice: Working in companionships and using the ber- prefix (noun roots), plus any other grammar and vocabulary they may know up to this point, have the missionaries discuss Joseph Smith's first vision with one missionary taking the role of the investigator and the other one the missionary.

2. Re-practice: Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

Additional Scenario(s)

You have been asked to give a talk during sacrament meeting about the restoration. Using the ber- prefix (noun roots), plus any other grammar and vocabulary prepare to give a 5-10 minute talk. Make sure to include at least 1 scripture reference.

Me- Prefix

	Yesus Kristus *Jesus Christ*		**mendiri(kan)** *established*				**Gereja-Nya.** *His church.*
Ya, *Yes,* **Tidak,** *No,* **(Apakah)** *(Yes/No question)*	**Allah** *God* **Dia** *He* **Para Rasul** *Apostles* **Yesus Kristus** *Jesus Christ*	**(tidak)** *(did) not*	**me-** *l, m, n, ng, ny, r, w, y* **men-** *d, j, t*, c, z* **mem-** *b, p*, f*, per* **meng-** *g, h, k*, kh, vowels* **meny-** *s** *monosyllabic roots*		**panggil** *call* **pilih** *choose* **beri** *give* **derita** *suffer* **ajar** *teach* **laku(kan)** *do* **sembuh(kan)** *heal* **patuh(i)** *obey*	**dua-belas rasul** *12 apostles* **wewenang Imamat** *priesthood authority* **bagi dosa kita** *for our sins* **di atas kayu salib** *on the cross* **Injil-Nya** *His gospel* **mukjizat** *miracles* **orang yang sakit/buta/tuli** *the sick/blind/deaf* **perintah perintah** *commandments*

Saya *I*	**Kami** *We (exclusive)* **Kita** *We (inclusive)*
Anda *You*	**Anda/Kalian** *You (plural)*
Dia *He/She*	**Mereka** *They*

**letters marked with asterisk are dropped*

Apakah Yesus Kristus memanggil dua-belas rasul?
Did Jesus Christ call 12 apostles?
Ya, Yesus Kristus memanggil dua-belas rasul?
Yes, Jesus Christ called 12 apostles.

Apakah Bapa Surgawi menderita di atas kayu salib?
Did Heavenly Father suffer on the cross?
Tidak, Bapa Surgawi tidak menderita di atas kayu salib?
No, Heavenly Father did not suffer on the cross.

Note: Using me- with some verb bases, and most adjective and noun bases, requires using a suffix also.

Function: Asking about and describing actions and events
Context: Teaching about the Savior's earthly ministry

Scenario

You and your companion just met one of the member's neighbors. She is Hindu, but she proudly displays two pictures, one of Jesus and one of the Virgin Mary, on the wall opposite her shrine to Krishna. She says, "I love Jesus but I don't really know anything about him, except that he teaches the good way."

1. Practice: In pairs, have one missionary take the role of the woman and the other fill the role as the missionary. Have them practice discussing the Savior's earthly ministry. In the meantime the teacher should be moving around among the missionaries encouraging and giving help when necessary.

2. Re-practice: Now the woman asks "why do people follow Jesus?" Switch roles and practice explaining about. . .

- the miracles Jesus Christ performed
- how He established His church
- how He died on the cross

Additional Scenario(s)

- You are teaching a recent convert who is struggling to obey the word of wisdom. You feel impressed to share with him God's love for him and about the Savior's earthy ministry.

- You just met a teenager on the train. She tells you that her mom has been stealing money from her in order to continue her drinking and gambling habits. She asks, "How can I help her, and forgive her?" You respond by testifying about Christ's earthly ministry.

Se- Prefix (classifiers)

Joseph Smith *Joseph Smith*	**adalah** *is*		**seorang** *a*	**nabi Allah.** *prophet of God.*
Yohanes *John* **Kitab Mormon** *The Book of Mormon* **Lehi** *Lehi* **Alma** *Alma* **Raja Benyamin** *King Benjamin*	**melihat** *to see* **menulis** *to write* **(bukan)** *(not—for nouns)* **(tidak)** *(not—for verbs and adjectives)*	**se +**	**batang** *a/an (something cylindrical)* **buah*** *a/an (objects)* **ekor** *a/an (animal)* **suatu*** *a/an (abstract)* *(do not add se-)*	**kitab suci** *book of scripture* **pohon** *tree* **penglihatan** *vision* **malaikat** *angel* **pengkhotbahan** *sermon* **sapi** *cow*

Ya,
Yes,
Tidak,
No,
(Apakah)
(Yes/No question)

Apakah Yohanes seorang rasul Kristus?
Was John an apostle of Christ?
Ya, Yohanes adalah seorang rasul Kristus.
Yes, John was an apostle of Christ.

Apakah Lehi melihat seekor kuda dalam penglihatan dia?
Did Lehi see a horse in his vision?
Tidak, Lehi melihat sebatang pohon dalam penglihatan dia.
No, Lehi saw a tree in his vision.

Note: Sebuah can be used for just about any tangible object, yet there are many other classifiers. For more specific classifiers, see the grammar text.

Function: Asking and answering questions of quality, quantity, number, and sequence
Context: Teaching about scripture stories

Scenario

One of your investigators has a question about faith, what is faith? And what can he do to increase his faith? You decide to share a story from the scriptures with him.

1. Practice: In pairs, have one missionary take the role of the investigator and the other fill his role as the missionary. Have them practice discussing a scripture or a passage about faith (Alma 32). In the meantime the teacher should be moving around among the missionaries encouraging and giving help when necessary.

2. Re-practice: Choose another scripture or passage about faith and explain more to your investigator.

Additional Scenario(s)

You are teaching the restoration to Mos. Using the Se- Prefix and any other grammar principles explain about the First Vision and the Book of Mormon.

Have missionaries practice changing the active voice sentences shown below into passive voice. For example, the teacher gives an active voice sentence: *Joseph translated the gold plates into English*; a missionary changes it to passive voice: *The gold plates were translated into English by Joseph Smith.*

-Joseph translated the gold plates into English.
-The Prophet Moroni wrote the book of Moroni.
-The Prophet Nephi accomplished many great things through his faith.
-Both Lehi and Nephi saw a vision of the tree of life.
-2500 people saw the Savior on the first day of his visit to the Nephites.
-The Savior taught the Nephites many important principles during his visit.
-Lehi found the Liahona in front of his tent door early one morning.
-Nephi created a hand-made bow when his bow broke in the wilderness.
-Nephi cut off Laban's head when he found him lying drunk in the street.
-Nephi compelled Laban's servant to accompany them into the wilderness.
-The Lord instructed Nephi in the art of ship building.
-Nephi made tools in order to build the ship for their voyage to the promised land.
-Laman and Lemuel tied Nephi up and threatened to throw him overboard.
-The Lord calmed the storm after Laman and Lemuel untied Nephi.
-Lehi offered a sacrifice of thanksgiving upon their arrival in the promised land.
-After Lehi's death, Laman and Lemuel threatened to kill Nephi and his followers.
-The Lord warned Nephi in a dream to separate themselves from the "Lamanites".
-The Lord promised both Nephites and Lamanites prosperity if they were righteous.
-The Lamanites eventually destroyed the Nephites because of their wickedness.
-The Lord withdrew his disciples from among the people at the end of the BofM.

Di- Prefix (3rd Person Passive Voice)

Kitab Mormon *The Book of Mormon*			**diterjemahkan** *was translated*	**oleh** *by*	**Joseph Smith.** *Joseph Smith.*
Ya, *Yes,* **Tidak,** *No,* **(Apakah)** *(Yes/No question)*	**Injil** *Gospel* **Imamat** *Priesthood* **Gereja** *Church* **Kebenaran** *Truth*	**(tidak)** *(negates verbs/adjectives)* **di +**	**beri(kan)** *give (something)* **pulih(kan)** *restore (something)* **bangun(kan)** *establish (something)* **khotbah(kan)** *preach (something)* **tulis** *write*	**oleh** *by*	**Allah** *God* **para rasul Kristus** *Christ's apostles* **para misionaris** *missionaries* **para nabi** *prophets*

Apakah imamat dipulihkan oleh para rasul Kristus?
Was the priesthood restored by Christ's apostles?
Ya, imamat dipulihkan oleh para rasul Kristus.
Yes, the priesthood was restored by Christ's apostles.
Tidak, imamat tidak dipulihkan oleh para rasul Kristus.
No, the priesthood was not restored by Christ's apostles.

Di+(verb root) means "to be (verb)ed." It does NOT create past tense. Passive voice means the subject is done unto, whereas active voice means the subject is doing the verb.

Scenario

You and your companion just met a family. Their neighbors are members and sometimes they allow two of their children to go to church with them. The father asks, "how is your church different from other churches?"

1. Practice: In pairs, have one missionary take the role of the father and the other fill the role as the missionary. Have them practice discussing the restoration. In the meantime the teacher should be moving around among the missionaries encouraging and giving help when necessary.

2. Re-practice: The father states, "I don't see much of a difference between your church and the Catholic Church." Practice explaining about the restoration.

Additional Scenario(s)

You are teaching an investigator who only comes to church once a month, because he has a calling in his other church. You feel inspired to share again with him the message of the restoration, and testify that this is the Savior's church.

–kan Suffix

	Joseph Smith *Joseph Smith*		**menterjemahkan** *translated*	**Kitab Mormon.** *(the) Book of Mormon.*
Ya, **Tidak,** **(Apakah)** *(Yes/No question)*	**Allah** *God* **Dia** *He/She* **Orang-orang** *People* **Simpatisan** *(The) Investigator*	**(tidak)** *(negates verbs and adjectives)*	**memulihkan** *to restore (something)* **menafsirkan** *to interpret (something)* **menjalankan** *to live/follow (something—abstract)* **mendengarkan** *to listen to/hear (someone/something)* **melakukan** *to do (something)*	**injil Yesus Kristus** *Jesus Christ's Gospel* **injil-Nya** *His Gospel* **asas-asas Injil** *(the) principles of the gospel* **imamat** *priesthood* **kebenaran** *truth* **doa anak-anak-Nya** *the prayers of His children* **apa yang benar** *what is right*

Apakah Allah memulihkan Injil-Nya?
Did God restore his Gospel?
Ya, Allah memulihkan Injil-Nya.
Yes, God restored His Gospel.

Apakah simpatisan melakukan tekad?
Did the investigator do the commitment?
Tidak, simpatisan tidak melakukan tekad.
No, the investigator did not do the commitment.

Function: Asking about and describing actions and events
Context: Teaching about the Restoration

Scenario

One of the members just introduced you to his dad, John. John is Seventh Day Adventist. He has seen and read parts of the Book of Mormon. He wants to know more about the Book of Mormon and the Church of Jesus Christ of Latter Day Saints.

1. Practice: In pairs, have one missionary take the role of John and the other fill his role as the missionary. Have them practice teaching about the Book of Mormon and the Restoration, using the –kan suffix and any other known grammar. In the meantime the teacher should be moving around among the missionaries encouraging and giving help when necessary.

2. Re-practice: After you finish explaining about the Book of Mormon and the Restoration, John asks a few questions. Answer the following questions. . .

a. What is the priesthood?
b. Who translated the Book of Mormon?
c. How is the Book of Mormon different from the Bible?

Additional Scenario(s)

You are planning on inviting Tina to read from the Book of Mormon. Create a lesson plan explaining the importance of the Book of Mormon and the Restoration.

–i Suffix

Saya *I*		**mengatasi** *overcome*	**pencobaan** *trials*	**dengan** *with*	**doa.** *prayer.*

Ya,
Yes,
Tidak,
No,
(Apakah)
(Yes/No question)

Allah
God
Yesus Kristus
Jesus Christ
Anda
you
Roh Kudus
The Holy Ghost

(tidak)
Not

mengasihi
to love (someone)
melayani
to serve (someone)
mengatasi
to overcome (something)
mengikuti
to follow (someone/something)
mengilhami
to inspire (someone)

semua Orang
everyone
pencobaan
trial(s)
satu sama lain
each other
Yesus Kristus
Jesus Christ
nabi
prophet
kita
us

pelayanan
service
pertobatan
repentance
sepenuh hati
all (his/your) heart
pengorbanan
sacrifice
kasih Tuhan
the love of the Lord

Apakah anda mengatasi pencobaan dengan doa?
Do you overcome trials with prayer?
Ya, saya mengatasi pencobaan dengan doa.
Yes, I overcome trials with prayer.
Tidak, saya tidak mengatasi pencobaan dengan doa.
No, I don't overcome trials with prayer.

Note: The –i suffix can be attached to most me- and di- prefixed verbs.

Function: Narrating experiences and telling stories
Context: Teach about God's love

Scenario

The Kristanto family has been recently baptized. The family has been very enthusiastic about the gospel, but they have recently run into a trial. Brother Kristanto lost his job and now the family is struggling to make it to church each week because the cost to pay the angkot fares is too high. The family wants to do what is right, but also wonders if God may be punishing them for their decision to leave their former church and join this one.

1. Practice: In companionships, one missionary take on the role of Brother Kristanto, and the other the role of the missionary. Practice sharing that God loves the Kristantos and would not punish them for making such a good decision. The missionary will share an experience in which he or she felt God's love in a time of trial. Use the –i suffix and any other known grammar and vocabulary.

2. Re-practice: Have the missionaries switch roles, and then switch practice companions. Move among them to give needed help and encouragement.

Additional Scenario(s)

Atika is a recent convert of only a few weeks. She is experiencing difficulty because her family is displeased with her decision to join the church. You stop by her house to give some words of encouragement, but she is not home. Write a note using the grammar principle and vocabulary that gives words of encouragement and testifying of God's love for her. Also, remind her to read the Book of Mormon, giving a specific section that has helped you in times of need. Exchange your note with another missionary.

Ke- -an Circumfix (Adjectives)

Ya,
Yes,
Tidak,
No,
Apakah
(Yes/No question)

Kita *We*			**(akan)** *(will)*	**merasa** *feel*		**Kebahagian.** *happiness.*	

Saya *I*	**Kami(Exclusive)** **Kita (Inclusive)** *We*
Anda *You*	**Anda/Kalian** *You (pl.)*
Dia *He/She*	**Mereka** *They*

(tidak)
(negates verbs)

diberkati dengan **ke +**
blessed with

bahagia **+ an**
happy
lembut
soft
damai
peaceful
sabar
patient
gelap
dark
benar
true
kuat
strong

Apakah anda merasa kedamaian?
Do you feel peace?
Ya, saya merasa kedamaian.
Yes, I feel peace.
Tidak, saya tidak merasa kedamaian.
No, I don't feel peace.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Recognizing the promptings of the Holy Ghost

Scenario

You are teaching Iwan about the Book of Mormon. You just read Moroni 10:4-5 and he asks "How do we recognize the promptings of the Holy Ghost?"

1. Practice: In pairs, have one missionary take the role of the investigator and the other fill his role as the missionary. Have them practice discussing how to recognize the Holy Ghost, using the ke—an circumfix and any other grammar they know. In the meantime the teacher should be moving around among the missionaries encouraging and giving help when necessary.

2. Re-practice: Now the investigator asks, "how did you know the Book of Mormon was the word of God?" Explain how you recognize the promptings of the Holy Ghost.

Additional Scenario(s)

Anna is struggling with some big challenges in her life. You have asked her to pray. Explain how she will recognize answers to her prayers.

Have missionaries practice deciding which that: yang, bahwa, itu, agar/supaya to use. For example, the teacher gives a sentence using the word *that*: "The Book of Mormon is proof *that* Joseph Smith was a prophet." The missionaries decide which *that* to use in Indonesian: "The Book of Mormon is proof *bahwa* Joseph Smith was a prophet."

-God has a body of flesh and bone that is glorified and perfected.
-He sent us to earth so that we can learn and grow.
-That knowledge helps me to be happy.
-God blessed us with parents that teach us.
-The gospel that was restored blesses families.
-God calls prophets who teach us about the plan of salvation.
-They teach us that Jesus Christ is central to God's plan.
-That helps us to prepare for eternal life.
-God sent his Son so that if we have faith in him we can return to God's presence.
-I know that Jesus Christ suffered for our sins.
-People that were wicked rejected Jesus Christ.
-The Church that Jesus Christ established was destroyed.
-Joseph Smith was a young boy that was called to restore the Church of Jesus Christ
-Peter, James, and John, appeared to Joseph Smith so that the priesthood could be restored.
-The Book of Mormon provides evidence that Joseph Smith is a true prophet of God.
-We can know that it is true through the Holy Ghost.
-The Holy Ghost will help you know that what we are teaching is true.
-God answers our prayers through feelings that are quiet and peaceful.
-I promise you that you will receive answers to your prayers.

–an Suffix

Kita *We*		**akan** *will*	**mengalami** *experience*	**tantangan.** *challenges.*
Anda *You* **Elder ____** *Elder _____* **Sister ____** *Sister _____* **Tuhan** *The Lord*	**(tidak)** *(negate verbs/ adjectives)*	**selalu** *always* **sering** *often* **jarang** *rarely* **harus** *must* **bisa** *can*	**menerima** *to receive* **membaca** *to read* **dihalangi oleh** *to be impeded by* **diberikan** *to be given* **membuat** *to do/to make*	**pilihan** *choice* **tindakan** *action* **godaan** *temptation* **makanan** *food* **tulisan** *writings* **tulisan suci** *scriptures*

Kenapa…?
Why…?

Karena
Because
Supaya/Agar
So that

Kenapa anda sering membaca tulisan suci?
Why do you often read the scriptures?
Karena saya suka membaca tulisan suci.
Because I like to read the scriptures.
Supaya saya jarang dihalangi oleh godaan.
So that I will rarely be impeded by temptation.

Note: Literally, the –an suffix translates to "the things which are (verb)ed" [e.g.: makan = to eat, makanan = the things which are eaten (food)]

Function: Asking and answering questions of cause and effect
Context: Teach about our life on earth

Scenario

While you are teaching the first lesson, Subadi says that he is interested in what the prophets teach and wants to know why those things are important to us right now. He says that he often wonders why he is here on the earth and what the purpose of his existence here is. He is interested to learn what the prophets have to say about these questions.

1. Prepare: With your companion, discuss the principles that would be important to teach Subadi at this point in the lesson. Discuss what Subadi needs to know, feel and do following your teaching. Find one scripture that you might share to teach this principle.

2. Practice: Working in pairs, one missionary teaching his companion (taking the role of Subadi) what the prophets have taught about our life on this earth. Read the scripture together and talk about things that we have while in this life (a physical body, an opportunity to learn, experiences to help us learn, a Savior, etc.) using the –an suffix and as much of the vocabulary from the lesson as possible, plus other words you may know. After teaching Subadi this principle, use the –an suffix to find out if he has any questions about what you have taught. Also, use the –an suffix to bear your own testimony that what you taught is true.

3. Re-practice: Have the missionaries switch roles or companions and practice again.

Additional Scenario(s)

You are teaching a Gospel Essentials class in Church in the ward where you are assigned and a member of the class asks the question: "What really is the purpose of this life with all of its difficulties?" Rather than just give him answers, use questions to teach as many of the truths as you can from the vocabulary in this lesson and other words you may know.

Pe- Prefix

	Nabi *(A) prophet*		**seorang** *a*			**pewahyu.** *revelator.*
Ya, *Yes,* **Tidak,** *No,* **(Apakah)** *(Yes/No question)*	**Yesus Kristus** *Jesus Christ* **Nabi** *Prophet* **(Para) rasul** *The apostles* **Elder/Sister ___** *Elder/Sister ____*	**(bukan)** *(is not)*	**seorang** *a (person)*	**pe-** *l, m, n, ng, ny, r, w, y* **pen-** *d, j, t*, c* **pem-** *b, p*, f, per* **peng-** *g, h, k*, kh, vowels* **peny-** *s** **penge-** *monosyllabic roots* **letters marked with asterisk are dropped*	**+**	**besar umum** *general authority* **tebus** *redeemer* **pimpin** *(leader)* **utus** *messenger* **layan** *one who serves* **ikut** *follower* **tulis** *writer* **jahat** *wicked person*

Saya *I*	**Kita (Inclusive)** **Kami(Exclusive)** *We*
Anda *You*	**Kalian/Anda** *You*
Dia *He/She*	**Mereka** *They*

Apakah Thomas S. Monson seorang pewahyu?
Is Thomas S. Monson a revelator?
Ya, Thomas S. Monson seorang pewahyu.
Yes, Thomas S. Monson is a revelator.

Apakah anda seorang penulis?
Are you a writer?
Bukan, saya bukan seorang penulis.
No, I am not a writer.

Function: Asking about and describing objects, people, and their characteristics
Context: Teaching and testifying about church organization

Scenario

One of your investigators introduced you to their friends, a beautiful family. Although hesitant, the parents agreed to let you visit later that evening. They are the parents of 2 young children. Early in the lesson the father, Petrus, says that he and some of his friends disagree with their pastor and are considering creating their own study group. He mentions that he is somewhat skeptical about the idea of new scripture and prophets.

1. Prepare: Give the missionaries a couple of minutes to review the grammar and vocabulary from the lesson and prepare to share about the organization of the church.

2. Practice: Working in pairs, have one missionary take the role of the investigator and the other the missionary. Have them ask questions and discuss the organization of the church using the grammar and vocabulary and other words they may know.

3. Re-practice: Have the missionaries switch roles and partners so they are not working with the same person the second time around, and have them go through the scenario a second time. Move around among them and give help and encouragement as needed.

Additional Scenario(s)

Hold a short testimony meeting and give the missionaries an opportunity to bear their testimonies about the organization of the church, using the grammar principle and as much of the vocabulary as possible.

A verbal noun is a noun of an action. They refer to the *process* of the action, rather than the actual *doing*. For example, in English, verbal nouns often end with "-ing," like "we went to Spain for the *running* of the bulls." In this sentence, *running* is a noun, not a verb. Not all verbal nouns end in "-ing." Some of them end in "-ment," as in *establishment*, "-tion," as in *glorification*, or "-ence/-ance," as in *difference*. Taking a word such as *glorification*, and changing it to "-ing" may help: *glorifica**tion*** → *glorify**ing***. Often the verbal noun is used in the phrase, "*the (verb)ing of* something."

Practice deciding whether the *italicized* word in each sentence is a verb or a verbal noun.

- Joseph Smith decided that *praying* to God was the only way to receive an answer.
- Joseph Smith was given the task of *translating* the Book of Mormon.
- God is our *loving* Father in Heaven.
- By *reading* the Book of Mormon, you can feel the Spirit.
- God showed his love for us through the *restoration* of the Gospel.
- Through *repentance*, we can be forgiven of our sins.
- *Taking* the sacrament renews our baptismal covenants.
- In the Garden of Eden, Jesus Christ completed the *atonement*.
- By *atoning* for our sins, the Savior saved us from spiritual death.
- We serve our Father in Heaven when we are *serving* others.
- *Studying* the scriptures helps us feel God's love.
- The church is led by a *living* prophet.
- The *organization* of the church is inspired.
- Christ visited His other sheep after His *resurrection*.
- We can be cleansed from sin by *repenting* of our sins and *striving* to keep our covenants.

Pe- -an Circumfix

Ya,
Yes,

Tidak,
No,

(Apakah)
(Yes/No question)

Penetapan	**(adalah)**	**penerimaan**	**Karunia Roh Kudus.**
Confirmation	*(is)*	*receiving*	*The Gift of the Holy Ghost.*
Penetapan	**(tidak/bukan)**	**penerimaan**	**waktu**
Confirmation	*(no/not)*	*reception/receiving*	*time*
Pendamaian	**berarti**	**pemberian**	**Yesus Kristus**
The Atonement	*means*	*giving*	*Jesus Christ*
Pelayanan		**penderitaan**	**sempurna**
Service/Ministry		*suffering*	*perfect*
Pemulihan		**pemahaman**	**Karunia Roh Kudus**
Restoration		*understanding*	*The Gift of the Holy Ghost*
Wahyu		**pengetahuan**	**Tuhan**
Revelation		*knowledge/knowing*	*Lord*
			Allah
			God

Apakah wahyu berarti pengetahuan dari Tuhan?
Does revelation mean knowledge from God?
Ya, wahyu berarti pengetahuan dari Tuhan.
Yes, revelation means knowledge from God.

Apakah penetapan berarti pemulihan Injil Yesus Kristus?
Does confirmation mean the restoration of the gospel of Jesus Christ?
Bukan, penetapan berarti penerimaan Karunia Roh Kudus.
No, confirmation means the receiving the Gift of the Holy Ghost.

Note: The Pe- -an circumfix creates a "verbal noun." It conjugates in the same manner as the me- and pe- prefixes.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Teaching about baptism and confirmation

Scenario

You have now had two visits with Ari, and you have discussed lesson one. Today you are in his home and plan to teach about the plan of salvation. Give a simple overview about how Heavenly Father has a plan for us to be happy, and explain that baptism and confirmation are part of that plan. Answer any questions he may have.

1. Practice: Working in companionships and using the grammar principles and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries discuss the plan of salvation, with one missionary taking the role of the investigator and the other one the missionary.

2. Re-practice: Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

Additional Scenario(s)

Today you are on an exchange with the junior companion of your district leader in his area. You have a lesson with one of his investigators, Bambang. Your companion has asked you to give a brief message about the Atonement. You plan to discuss any questions he may have or give more details of what you have shared during your overview as he expresses interest, following the overview.

Per- -an Circumfix

Di mana	**kita**	**mendapatkan**	**pertolongan?**
Where (can)	*we*	*find*	*help?*

Bagaimana
How
Dari mana
From where
Apakah
(Yes/No question)
Kapan
When

dia
he
kami
we (exclusive)
anda
you
Elder/Sister
Elder/Sister

menerima
to receive
menemukan
to find (something)
melihat
to see
mencari
to search
membuat
to make

pekerjaan
work
perbuatan
actions
pelajaran
lesson
perjanjian
promise/covenant
peraturan
rule
perhatian
attention
perbaikan
repair

Bagaimana saya membuat perjanjian?
How do I make a covenant?
Anda membuat perjanjian dengan pembaptisan.
You make a covenant by baptism.

Apakah dia menemukan pekerjaan?
Did he find work?
Tidak, dia tidak menemukan pekerjaan.
No, he did not find work.

Note: Per- -an creates nouns with meanings that vary depending on the type of base word used. Many are related to intransitive ber- verbs, and create a noun indicating the result of the action. Others indicate the location of an action. For more detailed information, consult the grammar text.

Function: Asking and answering questions of time, date, and location
Context: Answering questions about enduring to the end

Scenario

You are teaching the Sinaga family about the Gospel of Jesus Christ. When you teach about enduring to the end, Brother Sinaga asks some questions of how he and his family can do this. Some of his questions include, "How can I give attention to my family and my job?" "Where can we find help when we struggle?"

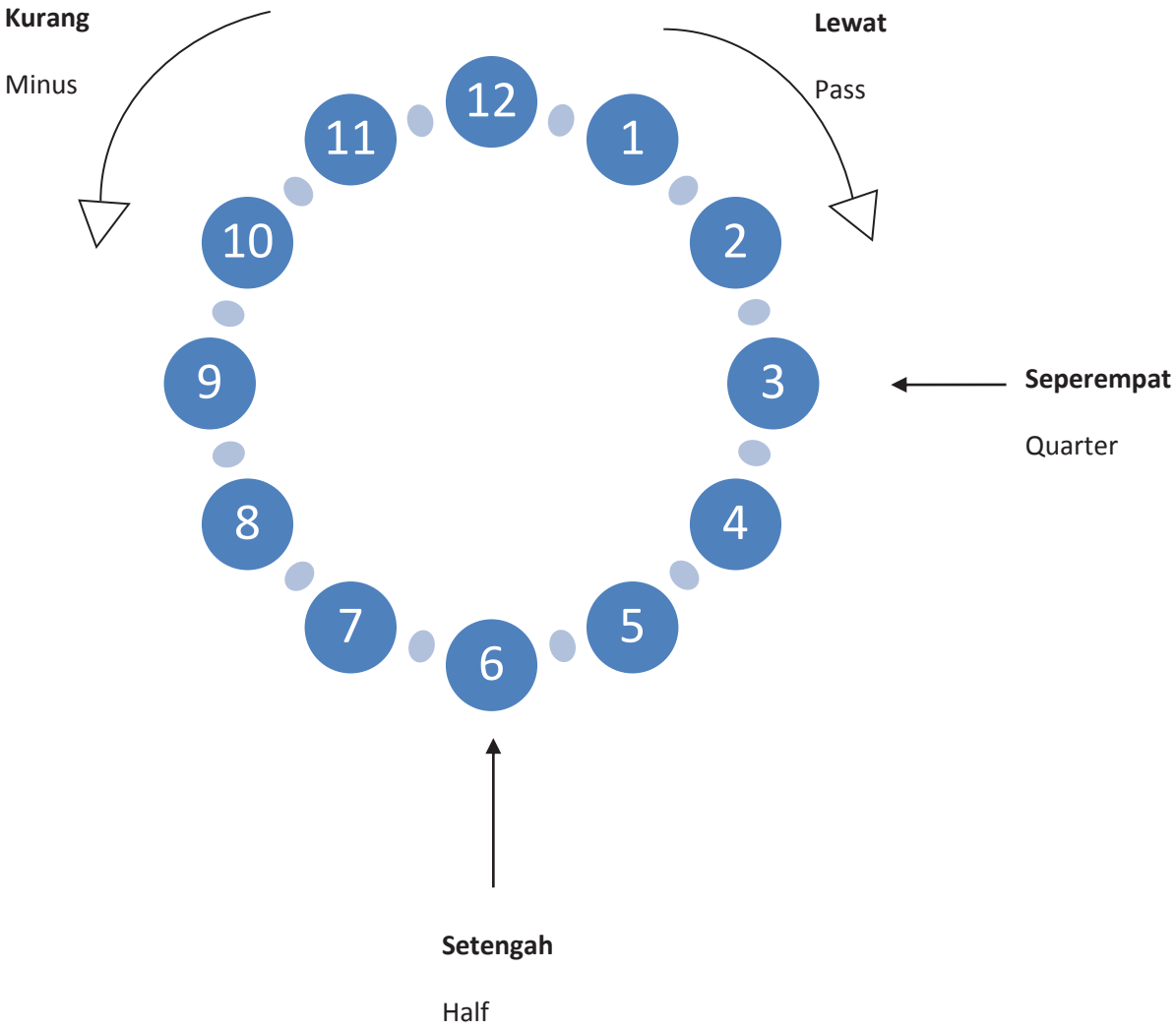
1. Practice: Each missionary thinks of 3-4 questions Brother Sinaga may ask and writes them down. Then, in companionships, share your questions with each other, and write each other's questions down. Then, together, think of ways to answer these questions using the per- -an circumfix and all other grammar you have learned up to this point.

2. Re-practice: Switch companions and create 2 more questions together. Now, in groups of two companionships, one companionship share a question. The other companionship listens, then gives an answer.

Additional Scenario(s)

The Mongan family is very active in the area in which you are serving. Brother and Sister Mongan invite you over for dinner. They have 3 young children who love to listen to the missionaries teach. With your companion prepare a lesson teaching about what we must do to be happy in this life. Use the per- -an circumfix, the question words in this lesson, as well as any other vocabulary you have learned.

Telling time in Indonesian is different than in English.



Time is given by saying "Jam" then the hour, and the number of minutes either past, or before the hour. For example, 3:20 would be "Jam three pass 20." Between 1 minute and 29 minutes is given in this format. If the time is between 31 minutes and 59 minutes, the time is given from the next hour, minus the number of minutes. So, 5:50 is "jam six minus ten." The half hour is given by saying "jam half" then the next hour. So, 3:30 is "jam half four."

Practice saying the following times, using English numbers:

2:15	3:41	11:49
12:45	10:30	4:32
8:11	2:00	9:16
7:15	5:45	1:30

Time and Date Format

Kita *We*	**(bisa)** *can*	**bertemu lagi** *meet again*	**pada** *on*	**Hari Senin,** *Monday*	**jam** *at (hour)*	**tujuh** *seven*	**malam.** *night.*

Ya,
Yes,
Tidak
No,
Boleh
May…?
Kapan
When…?

Saya
I
Anda
You
Dia
He
Kami/Kita
We
Mereka
They

(bisa)
can
(tidak bisa)
cannot
(tidak dapat)
cannot

datang lagi
come again
jumpa lagi
meet again
datang ke gereja
come to church

pada
on

Hari Minggu
Sunday
Hari Senin
Monday
Hari Selasa
Tuesday
Hari Rabu
Wednesday
Hari Kamis
Thursday
Hari Jumat
Friday
Hari Sabtu
Saturday

jam

empat
four
lima
five
enam
six
tujuh
seven
sembilan
nine
duabelas
twelve

pagi
morning
siang
afternoon
sore
evening

Boleh kita bertemu lagi pada hari Selasa jam tujuh malam?
Can we meet again on Tuesday at 7 pm?
Ya, kita boleh bertemu lagi pada hari Selasa jam tujuh malam.
Yes, we can meet again on Tuesday at 7 pm.
Tidak, kita tidak dapat bertemu lagi pada hari Selasa jam tujuh malam.
No, we cannot meet again on Tuesday at 7 pm.

Function: Asking and answering questions of time, date, and location
Context: Making an appointment

Scenario

You and your companion just met Stefan on the bus. He is interested in learning more about the church. Try to set up a time for you to meet with him. He is very busy.

1. Practice: In pairs, with one missionary taking the role of Stefan and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries set up an appointment to meet with Stefan.

2. Re-practice: Have the missionaries switch roles, and rotate practice companions and repeat the activity a second time. Move around among them and give needed help and encouragement.

Additional Scenario(s)

• You met Paryoto on the bus. He is interested in coming to church. Tell him when church is and then set up a time to meet with him and teach him more about the gospel.

• Sister Movina brought her friend Tina to church and has asked you to set up an appointment so that you can teach her.

Ter- Prefix (Adjectives)

Dia *He*	**(adalah)** *(is)*	*(the)*	**paling** *(most)*	**pintar.** *smart.*

Ya,
Yes,
Tidak,
No,
(Apakah)
(Yes/No question)

Anda *You*	**(tidak)** *(not)*	**ter +** *(most*	**baik** *good*
Keluarga *Family*			**besar** *big/great*
Injil Yesus Kristus *Gospel of Jesus Christ*		**paling** *(most)*	**kuat** *strong*
Kita *We*		**kurang** *(less)*	**semangat** *enthusiastic*
Simpatisan *Investigator*			**lemah** *weak*
			tinggi *tall*
			rendah hati *humble*
			gembira *happy*

Apakah keluarga terpenting?
Is family the most important?
Ya, keluarga terpenting.
Yes, family is the most important.

Apakah dia rendah hati?
Is he humble?
Tidak, dia tidak rendah hati.
No, he is not humble.

It is important to remember that 'ter-' has four primary functions in Indonesian, thus it is important to remember that not every root preceded by the prefix 'ter-' will result in an elative meaning.

Function: Asking about and describing objects, people, and their characteristics
Context: Getting to know someone

Scenario

You are waiting for the bus, when a man walks up to you. He says he has seen people like you before, dressed in white shirts and ties, and wondered who you were and what you were doing. He introduces himself as Leo, and asks who you are.

1. Practice: In pairs, get to know Leo by asking questions about him, his family and his background using the superlative. After introducing yourselves, Leo asks why the gospel is so important to you. Explain how the Church and its teachings bring the most happy feelings and experiences in life, and less sadness and negative experiences, using the superlative and any other grammar principles you have learned.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You are teaching a recent convert to the Church, and he/she has some questions about what type of person Jesus Christ is. Using the superlative and any other grammar principles you have learned, explain to this member how Jesus Christ is the most perfect example of good attributes.

Ter- Prefix (verbs-accidental and completed action)

Adam dan Hawa *Adam and Eve*		**terjatuh** *fell*	**karena** *because of*	**dosa mereka.** *their sin.*
Tubuh kita *Our bodies* **Rencana Keselamatan** *The Plan of Salvation* **Mereka** *They* **Kita** *We* **Perintah-perintah Allah** *God's commandments* **Kejatuhan** *The fall*	**(tidak)** *not*	**tercipta** *created* **terdiri** *built* **tertipu** *tricked* **terpaksa** *forced* **terdapat** *found* **tersebut** *mentioned* **terjadi** *happened/occured*	**dari** *from/of* **karena** *because of* **di atas** *upon* **agar/supaya** *so that*	**daging dan tulang** *flesh and bone* **pendamaian** *atonement* **godaan** *temptation* **Tulisan Suci** *scriptures* **Taman Eden** *Garden of Eden* **kita boleh dilahirkan** *we could be born* **kita boleh datang dan menerima tubuh.** *we could come and receive a body.*

Ya,
Yes,
Tidak,
No,
(Apakah)
(Yes/No question)

Apakah Injil Yesus Kristus terdiri di atas pendamaian?
Is the Gospel of Jesus Christ built upon the atonement?
Ya, Injil Yesus Kristus terdiri di atas pendamaian.
Yes, the Gospel of Jesus Christ is built upon the atonement.
Tidak, Injil Yesus Kristus tidak terdiri di atas pendamaian.
No, the Gospel of Jesus Christ is not built upon the atonement.

Note: ter- affixed to verbs shows a completed state or an unintentional completion of an action.

Function: Asking and answering questions of cause and effect
Context: Teach about the Plan of Salvation

Scenario

You are sitting on the train, when a man sits down next to you. He says he has seen people like you before, dressed in white shirts and ties, and he wonders about his purpose in this life. He introduces himself as Petrus and asks, "What is the purpose of this life?"

1. Practice: Working in companionships and using the Ter-Prefix (verbs-accidental and completed action), plus any other grammar and vocabulary they may know up to this point, have the missionaries teach about the plan of salvation with one missionary taking the role of the investigator and the other one the missionary.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity. Move around among them and give needed help and encouragement.

Additional Scenario(s)

You have been meeting with a less active family. They are confused about the Plan of Salvation. They have a lot of questions about Adam and Eve. Explain about the fall and bear your testimony about the Plan of Salvation.

THE CHURCH OF
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